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ABSTRACT

This resource booklet was prepared to assist literacy projects and community adult education programs in determining the technology they need to serve more older persons. Section 1 contains the following reprinted articles: "The Human Touch in the Computer Age: Seniors Learn Computer Skills from Schoolkids" (Suzanne Kashuba); "Computer Instruction for Older Adults" (Mars Furlong, Greg Kearsley); and "Adult Literacy, Technology, and the Future" Terilyn C. Turner). Included in section 2 are the following: lists of curriculum, reading instruction, and technical considerations entailed in evaluating software for use in adult literacy programs; sample evaluation forms; information about California's Outreach and Technical Assistance Network; and sources of special needs information regarding Apple and IBM computers and Literacy Volunteers of America and Laubach Way to Reading software. Section 3 has these contents: information on the applications of computer-aided instruction in adult education and literacy programs along with the names/addresses of contact persons for five related programs, a description of the Adult Education and Literacy Clearinghouse's "Bibliography of Resource Materials," and an annotated listing of 11 sources of further information on computer technology resources for literacy projects. (MN)

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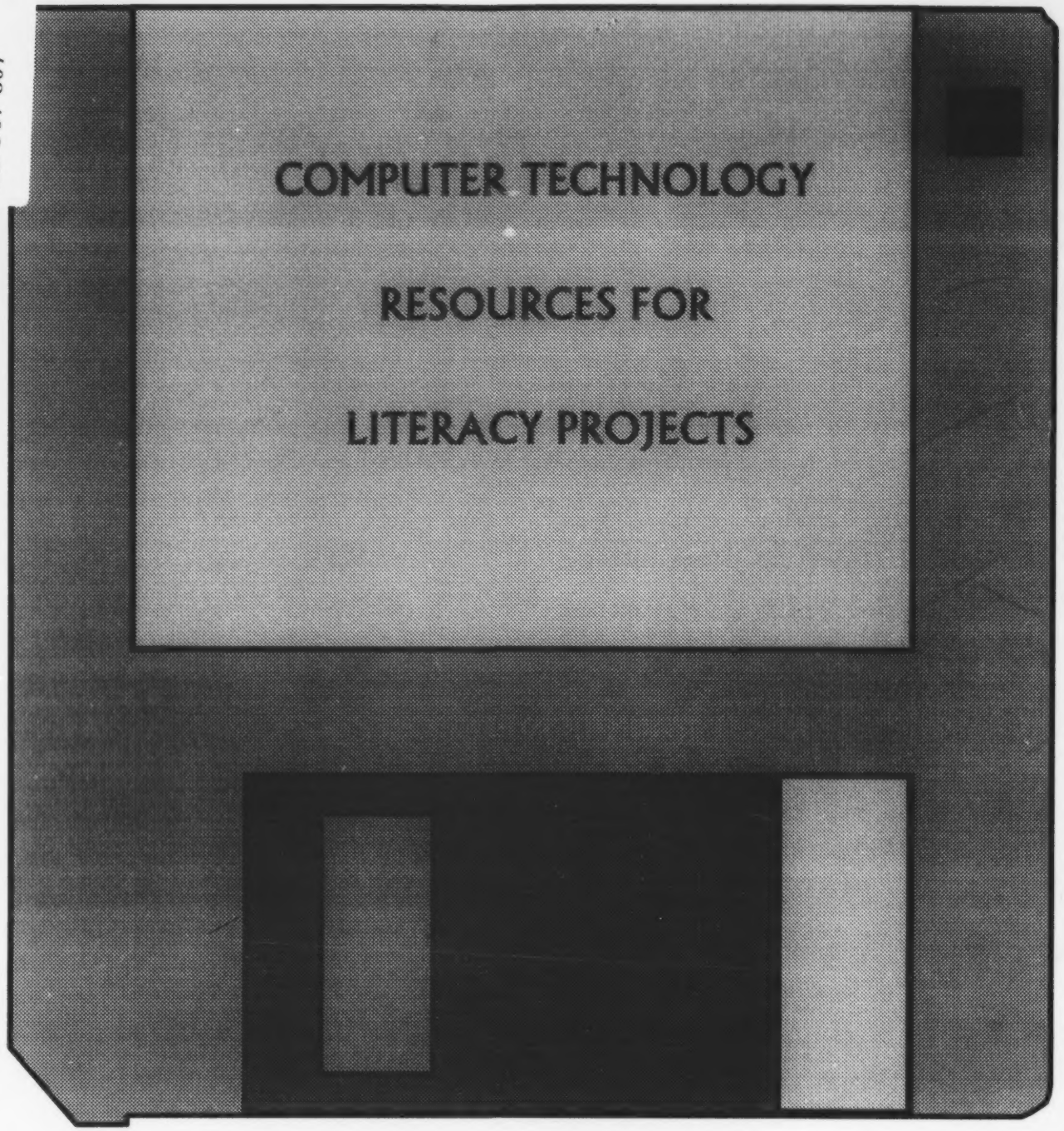

Florida Council on Aging
1018 Thomasville Road, Box C-2
Tallahassee, Florida 32303
(904)222-8877

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July 1993

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INTRODUCTION

I

INTRODUCTION

Computers have become useful tools for literacy providers in their efforts to reach and teach more older adults. By utilizing this electronic *teaching assistant*, it may be possible to enroll more students or to peak the interest of current students who may experience difficulty with traditional teaching tools--especially senior learners who may be embarrassed or have negative memories of childhood schooling.

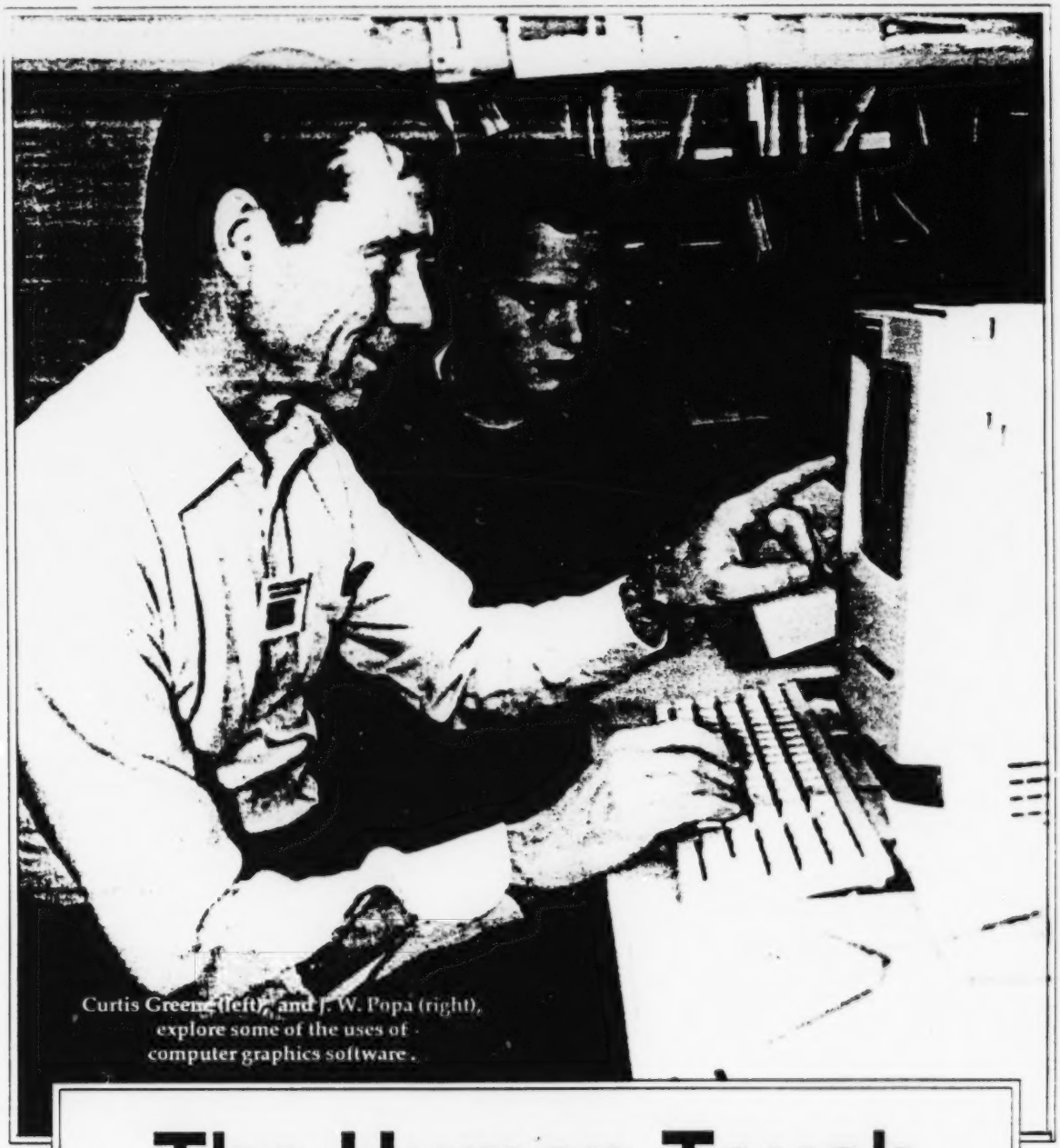
Some readers may assume that computers are more attractive to younger generations. This is not always so, according to SeniorNet, a San Francisco-based educational organization that instructs seniors in using computers. SeniorNet reports that people over the age of 55 are learning to use computers in larger numbers than people in any other age group (Computer Shopper, Aug. 92). For some older adults in literacy programs, the privacy and non-judgmental environment of a computer can offer comfort and a feeling of becoming a part of the technology age. Instead of just attending a class to learn how to read, they can now say they are taking a *computer class*.

In our survey of 200 Florida literacy projects, 55% of the 94 respondents currently use computers as a teaching tool and 70% requested further information on hardware and software. This Resource Booklet was prepared as a tool to assist literacy projects and community adult education programs in evaluating their technology needs in order to serve more older persons. It contains useful information for providers of adult literacy services and community adult education programs who want to expand current computer capabilities, as well as those who are taking the first steps into the computer age!

COMPUTERS AND OLDER ADULTS: ARTICLES OF INTEREST

II

(Source: *The Human Touch in the Computer Age* from the Winter 1991/92 issue of *Ohio's Heritage* published by the Ohio Department of Aging, Columbus, Ohio.)



Curtis Greene (left), and J. W. Popa (right), explore some of the uses of computer graphics software.

The Human Touch in the Computer Age:

Seniors Learn Computer Skills from Schoolkids

Story by Suzanne Kashuba • Photos by Maggie C. Puskar

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When Jean McCarley went shopping for her first home computer, she ran into a language barrier. "The salesmen would come up and they'd start telling me all about the parts and the floppy disks and the mouse and I thought, 'What is he *talking* about?!'" said McCarley. "And so I thought I'd better go and find out."

McCarley signed up for a class offered through her senior center to learn some computer basics. Fortunately, her teacher—a fifth-grade student—spoke her language.

"I think it was great to be with the kids and I understand their terms, McCarley said. "They didn't come out with all these big words and scare you to death."

Through the class, called Computer Ease, members of the Upper Arlington Senior Center learn from fifth-graders at Tremont Elementary School, located just next door to the center in suburban Columbus.

During a series of three classes at the school, the seniors get to whet their appetites for computer knowledge with practical, hands-on projects. They become familiar with the keyboard; try out some instructional games; make greetings cards and stationery; and use word processing to type a letter.

Computer Ease has proven popular with many seniors, said center Director, Susan Drenning. Since the classes first began in 1988, "people just came out of the woodwork," she said. "There's been a waiting list every time."

Computers Are Everywhere. Although many of the seniors see the class as a "first" for them, computers are so much a part of our high-tech society that we are all touched by them.

"There are a lot of places where you probably use computers and you don't realize it," said Cecil Elliott, a science teacher at Blendon Middle School who coordinates an Introduction to Computers class, similar to Computer Ease, for members of the Westerville Senior Center.

Young teachers bring older students into the computer age. J. W. Popa, from Tremont Elementary School, helps Fred Elliot from the Upper Arlington Senior Center.

Any bill you receive is most likely processed by a computer. If you've withdrawn money from an automated bank teller machine or looked up a book on a library's automated card catalog, you've used a computer. The register tape from the grocery store that lists each item and its price is possible thanks to computer scanning of bar codes.

Today, computers are standard equipment in most offices, commonplace in most schools, and are fast invading homes. According to a 1988 survey, one out of every five U.S. households has a computer. Among older Americans, 9 percent of people in their 60s, 3 percent of "70-somethings" and 2 percent of those in their 80s own computers.

Who's in Charge? Although these "smart machines" are now a part of our everyday life, they are no replacement for human beings. "Computers aren't any smarter than the people that run them," said Elliott. "If you put in the wrong information, you get back the wrong information."

"Just like my son-in-law said, 'You have to tell them every step to take. They're basically stupid,'" recalls Ruth Conley, a Westerville senior learning from the middle school students. "I've got to remember that."

Computer Curiosity. Conley took the computer classes out of curiosity. "I don't like there to be something I don't know about," she said. "It is fascinating to see something like that and be able to work with it."

Her "classmate," 85-year-old Marietta Peters, wants to buy a computer to use for "the tremendous amount of term papers" she writes for classes she takes at Otterbein College in Westerville. She's been taking humanities and liberal arts classes there since 1984, competing

Amanda Hurst, Marianne Fenstermaker and Sara Slonaker, all fourth graders in Apple Core, show Maggie Powell how to use a computer keyboard.

with college students born more than six decades after her, and earning mostly "A"s with a couple of "B"s. "Anything that keeps me mentally alert is great," she said.

Peters also has diabetes, and, because her fingers get numb, her 50-year-old manual typewriter is too difficult to use now. A computer keyboard, which requires a light touch, would be easier.

McCarley wants a computer "for the fun of it," she said. She plans to use it for her household budget, Christmas card list, and letters.

Many seniors, like Vincent Nolan of Upper Arlington, have had job experience working with very large computers, but want to learn about the small, personal or home computers. After taking the Computer Ease classes himself, he began volunteering to teach seniors who wanted to go beyond the basics.

Other computer-experienced seniors want to learn how to use new systems or software programs. Curtis Greene, also of Upper Arlington, uses his IBM home computer for word processing, to keep track of investments, and to store address lists. He is a member of the Columbus Computer Society and learned to program computers 30 years ago. He enrolled in Computer Ease partly to learn how to work with the Apple (or Macintosh) system—the most common type used in schools today.

When Young Meet Old. No matter what the reason for learning to use a computer, the kids make it seem easy. Many have been at it for years and are used to the technology. "You don't have to be nervous," advises Tremont fifth-grader and Computer Ease teacher J.W. Popa. "I probably was like that when I was in kindergarten, going on to a computer, and I didn't know what to do."

"I never wrote any of my reports out longhand at all," Popa adds. "It's always been on the computer."

To these experienced computer users, word processing sure beats the pen-and-pencil method of writing. "With the computer, it's much easier than writing it out because your hands don't get as tired," explains Sarah Olson, also a Tremont student. "If you make a mistake and you're writing with pen, even with erasable pen, the ink smears. It gets all messy," she said. "[With a computer] you can just write it and press 'delete' and it'll erase."

The kids "like the idea of sharing their knowledge with someone who appreciates the help," said Elliott. Teaching can be a boost to self-esteem for the students, and a learning experience in itself.

"I like teaching things to people that they don't know," said Olson. "It makes me feel good." What's her teaching technique? "You point to the button and if they're supposed to press it you tell them to press it and you show them all the different things that it can do," she said. "It's a lot of fun."

Popa learned that teaching is not always easy. "You have to have a lot of patience to work with a senior citizen because you're used to other kids who, if they do something wrong, you can get mad at them," he said. "I couldn't get mad at a senior citizen, even if I tried my hardest, which I wouldn't do."

Through the seniors' examples, the kids also learn about the value of lifelong learning. "We want to provide experiences for them to learn, but also to see why it's important to learn, and to see that there are gains from sharing what you learn with others," said Lou Getz, Tremont's elementary instructional specialist.

Next Steps. Once they learn the basics from the kids, many seniors want more. "They've really enjoyed it," said Linda Lencke, director of the Westerville Senior Center. "They get bitten by the bug and feel more confident."

This spring, the Blendon Middle

School Computer Club will offer advanced classes in word processing and desktop publishing for the Westerville seniors. Through another school/senior center partnership in central Ohio, Graham Road Elementary School has donated two computers to the Reynoldsburg Senior Center. The computers were donated by Apple Computer at no cost to the school. This means seniors can build on basic skills learned through the four-session "Apple Core" course, which is taught by fourth-graders.

The Upper Arlington center further trains seniors in its own lab, equipped with donated computers. The volunteer trainers are typically Computer Ease "graduates."

What Goes Around ... Although the seniors learn about computers through these programs, the schools and the kids are perhaps the biggest winners. Some Upper Arlington seniors give back what they've learned by volunteering to assist in the school's computer lab. About 10 seniors are now involved, says Drenning. They work one-on-one with students, playing educational computer games; typing stories for younger children; helping special education students develop math and language skills; and tutoring transfer students.

"We began to feel a need over here for help in the computer lab because last year a paid job [computer lab assistant] was cut because of a school levy failure," said Drenning.

Of course, getting the seniors into the schools to see what their tax money is doing is a major advantage of intergenerational programs.

But the students receive much more than tax support from their older friends.

Lessons in Life. For fourth-graders at Graham Road Elementary, the lessons learned from teaching seniors in Apple Core are often lessons in real life, said Diane Conley, the teacher who helped start the program.

Computer Talk

So what is a computer anyway? Some basic terms are explained below.

Hardware: the actual, physical computer equipment, such as a keyboard, television-type screen (or monitor) and printer.

Software: the program you can buy that gives the computer directions to perform a given task.

Modem: a device that allows a computer to "talk" to another computer over a phone line.

Disk: typically a flat, square card inserted into the computer that may contain the software program; a disk can also be used to save and store information you have entered into the computer for future use.

Memory: refers to the amount of information a computer can hold, including the information (lines of instructions) needed to run software programs. Measured in units called "Ks," where one "K" equals 1,000 bytes of information. The more memory a computer has, the more software programs it can run and the more it can do.●

Greg Weaver from Blendon Middle School gives advice to Mary Archer, a member of the Westerville Senior Center.

The kids' experiences with one senior who had a breathing tube led to a discussion about "why he talked funny," said Conley. Another senior had to explain to her young teacher why she wore bifocals. The death of a recent Apple Core "graduate" led to a tough lesson in death and dying.

"The Apple Core program is much more than a computer course," said Conley. "It's a course in appreciating humanity. Bonds are formed immediately between the children and the seniors."

The senior participants seem to agree. As Peters remarked after her first computer class, "This has been the greatest adventure today, not because of the computers, but because of the people." One Reynoldsburg senior said goodbye to her two "teachers" with hugs, smiles and a warm, "thank you for your help."

With extended families often scattered across the miles, intergenerational relationships can give both seniors and children a surrogate "family." "The bonds that have come about with the seniors I think have affected families, not just individual children," said Getz. "It's giving them a sense of a family of relatives that they would not have otherwise."

Interested in learning more about computers? *Computers For Kids Over Sixty* by Greg Kearsley and Mary Furlong (Park Row Press) is an easy-to-understand introduction to computers. It includes information on computer terms, selecting software and buying your own computer.

Also, computer stores often allow you to try out equipment and offer training courses; libraries may provide assistance in learning computer skills; and many schools and colleges offer introductory courses for adults. ●

Young and old learn together through intergenerational programs.

What can a computer do?

With the right software and equipment (see "Computer Talk" on page 11), computers can do all this and more:

Word processing: for letters, reports; like a typewriter that corrects mistakes with the push of a button.

Graphics/Desktop publishing: for combining words with graphics, including pre-made drawings stored in a computer program. Can be used to make greeting cards, signs, forms, banners, stationery, brochures, newsletters and certificates, for example.

Spreadsheets: for working with rows and columns of numbers, and making automatic calculations to the figures displayed. Can be used to keep and update budgets, for example.

Filing information (data bases): for storing and organizing information, as on a file card. Can be used to keep recipes, name and address lists, or home inventories, for example. Can also automatically reorganize the information in a variety of ways (e.g., sort recipes in alphabetical order or addresses by zip code).

Games and simulations: for sheer entertainment or instructional purposes. Students can learn geography, foreign languages, reading, math, or spelling, for example. Those learning to be pilots or even doctors can practice their skills through computer simulation before facing the real thing.

On-line information services: for accessing vast amounts of information from a central computer, with the purchase of a subscription to the service. Can be used to read news reports from all over the world, buy airline tickets, send messages to other computers, or post messages on "electronic bulletin boards" that can be assessed by all other subscribers.

Last year, Tremont Elementary students and Upper Arlington seniors used CompuServe to send letters to servicemen and women serving in Desert Storm.

Specialty software: for an array of specific purposes. Some software packages allow you to write music, make out a will, draw, or understand and deal with depression, for example.

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COMPUTER INSTRUCTION
FOR OLDER ADULTS

by MARY FURLONG AND
GREG KEARSLEY

Computers offer the potential to enrich the lives of older people by providing intellectual stimulation and improved access to information.

Increasingly, older people will want or need to understand the computer society that has evolved around them, and they have a variety of personal reasons for wanting to learn about computers. Through the media, they have heard and seen a lot of information about them. Many of their children use computers in their jobs, and their grandchildren are playing computer games and using computers in school. Elders want to know what computers are all about, how they work, and the possible applications of computers to their own lives.

For the past two and one-half years, we have conducted computer literacy workshops for elders. Our initial classes took place in the Washington, D.C., area, where we conducted a series of exploratory workshops. Since the fall of 1984, we have established an ongoing computer project for elders, Computers for Kids Over Sixty (CKOS), at the Center for Instruction and Technology at the University of San Francisco. The program works in conjunction with the Fromm Institute at the University of San Francisco and local Bay Area senior groups. The CKOS Project offers computer classes and camps for elders, based upon their interest and needs.

The purpose of the CKOS project is to discover the kinds of computer applications elders are most interested in and the best ways to teach them about computers. We are also interested in finding out what problems they might have in using computers and how well current hardware and software meet their needs. More broadly, we are interested in finding out whether computers could stimulate the intellectual curiosity of older people. This article summarizes our findings and conclusions and describes the new directions for our research.

RELATED RESEARCH

A considerable amount of research has been conducted on older-adult learning. Peterson (1983) provides a survey of this literature. The research suggests that learning activities for elders should be designed to increase in complexity, be undertaken sequentially, and provide ample feedback. To allow for differences in perception, fatigue, and health problems among some older learners, the pacing of the instruction should be slow and the sound loud; lighting should be good, and all text should be in large print.

Most research recommends that instruction for elders be conducted in senior citizen centers and religious facilities near the homes of participants. On the other hand, the very successful Elderhostel program has shown that elders enjoy taking formal courses in campus settings. The content areas that elders express most interest in are travel, gardening, health, religion, finance, crafts and hobbies, history, music, sports, and cooking. Table 1 provides data on the activities that retired people pursue. These data derive from a 1982 survey conducted by the Teachers Insurance and Annuity Association (2,200 participants). Probably the most interesting thing about these data is that formal educational activities are the least common activity on the list.

Table 1

ACTIVITIES OF THE RETIRED
(BY PERCENTAGE)

Reading	92
Socializing with friends	75
Garden/home improvement	71
Travel	66
Hobbies/crafts	61
Creative pursuits (e.g., writing, art, music)	44
Religious activities	36
Community service	35
Sports/physical fitness	34
Professional organizations	32
Associations (civic, fraternal)	30
Formal education programs	28

Very little research has been conducted on the use of microcomputers by elders. Across the country, a number of microcomputer workshops have been conducted for elders. Weisman (1983) explored the design and use of computer games by the residents of a nursing home. Weisman reported that the games provided enjoyable learning experiences and increased the self-esteem of the participants. The most successful games were those that allowed players to start at a very easy level and, as they improved, to progress in small increments to more advanced skill levels. Eihlers (1985) described the positive benefits of the Little House computer program in Menlo Park, California, on the older adult participants.

INITIAL WORKSHOPS

In out initial workshops, in 1983, we limited the size to 15 people and conducted short (two-hour) workshops in a variety of settings. These included a residential facility for seniors, a nursing home, an employment center for older adults, and several senior citizen centers and church basements. The age range of the participants was 57-95, with the median age being 69. Participants came from a wide range of socioeconomic backgrounds. About two-thirds of the participants were women, reflecting the general composition of the elderly population. Our total population was approximately 150 people.

In the design and teaching of our classes, we tried to employ the guidance provided by Peterson (1983). One major pedagogical strategy that we used was the emphasis on hands-on exploration. We believe that an understanding of computers can be obtained only through actual keyboard experience. Teaching involves tutoring of individuals instead of lecturing, and participants proceed at their own pace rather than that of a group. The most important result of this active learning philosophy is that the participants become very engaged in learning to use the computer. One computer is needed for every two or three participants.

The content of the workshops focused on three areas: the use of computers for fun, their practical applications, and programming. We began by having all participants play games on their computers. Options included a video game program, a music composition program, a painting program, cribbage, and a crossword puzzle.

To explore the practical application of computers, the participants tried out word processing and an electronic spreadsheet. We also demonstrated the use of telecommunications to access remote data bases and for electronic mail. In the programming session, we taught six simple programs in the computer language, BASIC.

CURRENT CLASSES & CAMPS

Since 1984, our CKOS classes and camps have been conducted at the Center for Instruction and Technology (CIT) at the University of San Francisco. The CIT was created in the School of Eduction to support programs such as the M.A. in Educational Computing Program for teachers. Early in 1985, the faculty and administration decided to offer a series of classes for the older adult students. Each semester, the CIT offers several CKOS classes to approximately 15 older adult participants, as part of the Fromm Institute's Lifelong Learning program. The CIT has a large number and variety of microcomputers, including 12 Commodore 64s, five Apple IIs, seven Hewlett Packard 150's, five MacIntoshes, and one IBM PC. The CIT is open for classes and practice times for participants.

As the technology has changed, so too has the content of the CKOS classes. The "Computers Can Be Fun" game component now shows the students how to design greeting cards and banners, and to create their own puzzles. More time is spent in the class with computer applications. Participants learn to use data bases to keep track of their recipes, library of books, inventory, or Christmas card lists. They learn how to use a word processor to write letters and newspapers. The programming component has changed as well. LOGO seems to be an easier language for elders to learn, and they like the graphic results of their programming efforts. And with the center's acquisition of new equipment, such as the MacIntosh, participants are able to compare and contrast the benefits of different microcomputers.

At the request of the participants, advanced classes and one-week computer camps are now offered; these focus on specific computer applications: Using Word Processing and Designing and Using Data Bases.

RESULTS

From our research efforts, we discovered that elders are overwhelmingly positive about their experience using computers. Computer applications and programming are the parts

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Although we had expected some problems with physical disabilities, we encountered very few.

of the classes that the elders like most. Many would consider the purchase of a home computer to be able to use word processing.

Although we expected some problems with physical disabilities, we encountered very few. Wheelchair-bound participants had some difficulties positioning themselves at the computers because of the lack of suitable tables. Some of the documentation for the programs we used was in small print and thus hard to read. In general, the interest and motivation of the participants was so high that any minor problems were overlooked. The problems we had anticipated, reading screens or typing at the keyboard, did not arise.

We did not observe any real difference between elders and other age groups we have taught about computers. The elders learned at about the same rate, made similiar mistakes, and were equally enthusiastic about what they learned. In fact, our students tended to have two qualities that made learning about computers easier—patience and persistence. The prevalent belief that older adults lack the interest or ability to learn about computers is, as our workshops and classes suggest, inaccurate.

FUTURE DIRECTIONS

Based on these experiences, we have written a computer literacy book for elders, *Computers for Kids Over Sixty*. It is in large print and describes what the classes and camps attempt to teach.

In the next phase of our work, we are designing a telecommunication network for elders entitled, SeniorNet. The CIT at USF will be the main project site starting in the spring of 1986. SeniorNet will link up five senior citizens centers around the United States, as well as 20 individual participants. Elders will learn how to use electronic mail and participate in teleconferences to discover how to access information on travel, home banking, and federal legislation. □

Mary Furlong is an associate professor in the School of Education at the University of San Francisco and the director of the Center for Instruction and Technology. Greg Kearsley is the marketing vice president for ParkRow Software and an adjunct professor at the University of San Francisco.

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(Source: *Adult Literacy, Technology, and the Future* from the April 1993 issue of *Connections* published by the National Center on Adult Literacy, University of Pennsylvania, Philadelphia, Pennsylvania.)

Adult Literacy, Technology, and the Future

By TERILYN C. TURNER

At a time when a new President has taken office, one is reminded of Dickens' opening to *A Tale of Two Cities*, "It was the best of times; it was the worst of times." Surely, this is the state of adult literacy and technology in 1993. On the one hand, we have the rhetoric of the economic summit which emphasizes "lifelong learning," positioning technology as the catalyst for change and demanding a literate workforce. On the other, literacy programs in our communities are closing at a prodigious rate due to the lack of funding. The recession has affected software and hardware vendors as well, reducing workforces and generally slowing new product development.

When it comes to technology, programs that could afford computers five years ago can no longer pay for the staff to run them. In addition, there is something of a backlash to the use of technology itself. Perhaps the initial case for computers was overstated, or perhaps the resistance to technology evidenced in the other areas of education succeeded in adult literacy. Teachers have utilized software that did not integrate into the curriculum and where learners did not make the promised gains.

At a recent meeting, an adult literacy teacher described herself and her staff as "burned out on technology." When asked what she meant, she said, "We've done it all: we've previewed and ordered and we don't even do that any more. There's just nothing new out there." At a focus group conducted to plan a new literacy center, volunteers were asked what they wanted in a new facility. The number one item on the flip chart was "technology *that works*." Rather than burned out, these volunteers had been "burned."

A similar sentiment was echoed by another practitioner in describing the use of computers in her programs. "In the past year very few commercial programs have met the approval of our instructors. After a few years of working with computers, instructors have developed standards and expectations for what computers can do. We continued to search for software [that will] encourage adults to be self-directed in their learning and [will] treat subject matter holistically" (Bredemus, 1990, p. 90).

It seems that we are at a plateau from which the fields of both technology and adult literacy are being questioned, challenged, and re-visioned. In some areas, technology has not kept pace with changes in the field of adult literacy; in others, adult literacy has not kept pace with new technological developments. For example, at a recent literacy conference, a vendor displayed a newly released software package that projects a workbook on a screen, complete with page numbers—this, despite the fact that there is virtually no demand for drill and practice workbook formats from literacy providers, and software developed by repurposing workbooks has long been viewed as unsound instructional design.

On the other hand, technology is changing so rapidly that the conceptual frames for the '90s cannot be those of the '80s. Software and hardware no longer have to be the means for transferring an existent body of knowledge, e.g., how to read a paragraph or master the multiplication tables. The advent of hypermedia, virtual reality, distance learning, and constructionism challenge prior assumptions about the nature of learning and the educational process. Thinking about technology as a means of communication, as an equalizer, as a way to access information, is quite different from viewing it as an instructional delivery system. Many technological theorists view the use of integrated learning systems as a purely temporal phenomenon, destined to go the way of the dinosaurs and Apple IIes.

Current debates in the field of adult literacy emphasize the need to reframe literacy issues in the larger context of societal concerns regarding poverty, social class, racism, and sexism (Fingeret, 1991). Curricular debates focus on functional context literacy versus standardized materials. Authentic assessment is pitted against *(continued on next page)*

TERILYN C. TURNER is Project Director for Saint Paul Lifelong Literacy

Electronic Connections

As part of our continuing effort to stay in contact and disseminate information widely, NCAL has established two new services available through Internet: e-mail communication with the Center and document distribution via Gopher. Detailed descriptions of these services, and how to access them, will be provided in the next issue of *NCAL Connections*. For those already familiar with e-mail, general queries about the Center or document requests may be submitted through Internet to the following address: *mailbox@literacy.upenn.edu*.

If you are familiar with Gopher, you can find the Center's server by: (1) pointing to the client at *litserver.literacy.upenn.edu*; or (2) finding the Center's listing in the main Gopher directory at the University of Minnesota. Documents now available electronically include articles from NCAL Connections, a list of current NCAL projects, research report abstracts and some complete reports. More documents will be on-line soon.

Literacy and Technology...

continued from previous page

accountability. Many of the issues in adult literacy may find their resolution in the technologies of the future which position the learner at the center of the educational universe and as the architect of the instructional process.

The creation of technology communities of learning through networks, shared databases for decision-making, and creation of "live" materials that are user-specific are anticipated hallmarks of technology in the '90s. Over the past decade, experiments in business and education have led many futurists to envision a world where decisions are not made through the traditional hierarchical model, but rather through computer conferences, electronic mail, and videophones. Organizations are discovering applications for electronic group activities such as counseling and surveys on sensitive issues like AIDS and alcoholism. Electronic support groups and quality circles have been the result. Discrimination that accompanies age, disability, gender, or color difference often disappears through electronic communication. Without the built-in bias of face to face or group interactions, when status and power cannot be determined by predetermined cues, a new equality is possible (Hawkins, 1992; Sproull & Kiester, 1991).

Technology as a means of empowerment is not a new concept, except perhaps in the adult literacy field. The relationship between technology and power has been articulated by Zuboff, Peters, Drucker and others. To the extent that technology is used to perpetuate existing structures, whether institutional or curricular, it becomes an arm of the existing power relationships. It becomes the page-turner, the talking typewriter, the horseless carriage. To the extent that practitioners, learners, volunteers, and administrators can identify and clarify a new vision of literacy instruction, technology is ready to meet the needs and provide a way of achieving a new paradigm for literacy.

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Fingeret, H. A. (1991). *Literacy in the USA: The present issues*. Paper presented at the conference on "The Future of Literacy and the Literacy of the Future" at the UNESCO Institute of Education, Hamburg, Germany. (ERIC Document Reproduction Service No. ED 340 924)

Hawkins, J. (1992).*Technology-mediated communities for learning designs and consequences* (Technical Report No. 21). New York: Bank Street College, Center for Technology in Education.

Sproull, L., & Kiester, S. (1991). Computers, networks, and work. *Scientific American, 265* (3), 119.

SOFTWARE AND HARDWARE INFORMATION FOR LITERACY PROGRAMS

III

Software Evaluation Questions

Curriculum Decisions

- How will the software fit into the existing curriculum?
- For which grade levels or ability levels is the program intended?
- What is the specific content of the program? Is it accurate and free of stereotypes? Can the content be generalized and applied beyond the computer? Is it in harmony with the rest of the curriculum plan?
- What are the instructional objectives? Do these correlate with the established curriculum?
- Has the program been classroom tested with a sample population similar to those in your program?
- What instructional materials are available to support the program?
- How does the program provide for the evaluation of the learner's progress?
- Is the content or skill best presented by the computer?

Reading Instruction Considerations

- Is the software compatible with defined objectives, skills and concepts being taught?
- Is the drill in a meaningful context rather than in isolation?
- Does it provide for comprehension at all levels?
- Does is allow teachers to substitute vocabulary tests and other data?
- Does is give introductions and instructions at an easy readability?
- Does it make appropriate and creative use of graphics?
- Does it avoid excessive typing of responses?
- Does it use consistent input patterns?
- Does it give a special response for a correct answer the first time?
- Does it give the correct answer after 2 or 3 tries?
- Does it have a subroutine for misspelled correct answers?
- Does it provide a useful summary of student performances?

Technical Considerations

- What kind of hardware is required to run the program & how much memory is required?
- On what media has the program been stored?
- What peripherals are needed?
- In what language is the program written?
- What is the cost?
- Is the program locked up or listable so it can be modified?
- What is the policy for multiple copies?
- What is the cost of support materials?
- How much time does it take to train teachers and students?
- Is the program easy to run?
- Does the program make provision for appropriate error trapping?
- Does the teacher have the facility to run the program?
- Is the program reliable?
- Will the publisher allow you to try it before you purchase?

(Source: *Computer Software for Teaching Basic Skills to Adults: An Evaluation*, Center for Community Education/LLRN, Montana State University, 1989.)

ADULT EDUCATION
SOFTWARE REVIEW FORM

Summary Review

Program _____

Publisher _____ Year _____ Cost _____

Operates on: Apple II _____ Macintosh _____ IBM/Compatible _____

Amiga _____ Other _____

Format: 5 1/4" disk _____ 3 1/2" disk _____ Hard drive _____

CD ROM _____ Laserdisc _____ Other _____

Memory required: _____ K (Kilobytes) or _____ MB (Megabytes)

Peripherals required: Mouse _____ Printer _____ Joystick _____ Other _____

Program description: _____

_____

_____

_____

Appropriateness for adult students:	Good	Fair	Poor
Appropriate for adult education	____	____	____
Free of cultural bias	____	____	____
Can fit into established curriculum	____	____	____
Instructional design quality	____	____	____

Comments: _____

_____

Opinion: ____ Highly recommend ____ Usable

____ Good ____ Not recommend

Evaluation Criteria

Type of Program

_____ Drill and Practice	_____ Demonstration	_____ Productivity
_____ Tutorial	_____ Problem solving	_____ Management
_____ Simulation	_____ Game	_____ Utility

Design

Yes	No	N/A	
—	—	—	Screen display is easy to read
—	—	—	User can easily understand directions
—	—	—	Program is menu driven
—	—	—	User can re-try or correct entries
—	—	—	User eventually gets correct answer
—	—	—	User can exit program without completion
—	—	—	Motivators are appropriate for adult students
—	—	—	Program allows for active student involvement
—	—	—	Documentation (teachers' guide) is easy to understand
—	—	—	Program branches to student level
—	—	—	Program utilizes student recordkeeper

Educational Value

—	—	—	Instructional objectives are clearly stated
—	—	—	Program is compatible with other adult education materials
—	—	—	Content is factual
—	—	—	Minorities are represented
—	—	—	Program emphasizes thinking
—	—	—	Program emphasizes application of basic to life skills

Other Comments _____

_____

_____

Life Skill Competencies (CASAS):

Skill: _____ Sub skills: _____

Skill: _____ Sub skills: _____

Skill: _____ Sub skills: _____

(Source: PBS Adult Learning, *Juvenile and Adult Literacy Instructional Techniques* video conference, WFSU-TV, Tallahassee, Florida, April 15, 1993)

Sample Computer Specifications Checklist

This sample checklist was developed by a team consisting of a teacher, administrator, and computer technician from the Maryland State Department of Education. They developed the following specifications to meet the needs of their program; you may want to make changes and additions to meet the requirement of your program.

Name of the bidder_____**Amt. Bid**_____
Rater_____

All of the following specifications must be met by the bidder. Check yes, no or need more info. next to each item. Write any comments needed under each item. We can request more information or a demo in order to answer the questions. You can indicate such after checking "more info."

PROGRAM REQUIREMENTS

1. Software will run on integrated network, not only on stand alone computers
   _____Yes _____No _____Needs more info.

2. All software allows for open-entry, open-exit programming.
   _____Yes _____No _____Needs more info.

3. The management system track student progress, records student scores on lessons, prescribes instruction and manages and analyzes individual and aggregate data.
   _____Yes _____No _____Needs more info.

CONTENT

4. All software is designed specifically for adults.
   _____Yes _____No _____Needs more info.

5. The software for each area (GED, ABE, Job Prep) is competency-based.
   _____Yes _____No _____Needs more info.

6. Adult Basic Education (ABE) curriculum starts at least at 3.0 equivalence.
   _____Yes _____No _____Needs more info.

7. ABE software includes reading (social studies, science, literature, and poetry), math, language (grammar, punctuation), and writing.
   _____Yes _____No _____Needs more info.

8. ABE software includes Life Skills with at least ten lessons in consumer economics, community resources, health, occupational knowledge and government and law as outlined in CASAS.
_____Yes _____No _____Needs more info.

9. GED software covers all skills outlined for the five test areas of the current GED (Writing, Social Studies, Science, Literature and Arts, and Mathematics).
_____Yes _____No _____Needs more info.

10. Job Preparation software includes distinct lessons and assessment in career planning and vocational exploration, workplace math and workplace English as well as social skill training.
_____Yes _____No _____Needs more info.

ASSESSMENT

11. The assessment part of the software uses either standardized or criterion-referenced tests for individual student diagnosis and placement and can print out individual student education needs and gains by competencies and/or standardized criteria.
_____Yes _____No _____Needs more info.

VENDOR

12. One vendor supplies all three software packages (GED, ABE, Job Prep.).
_____Yes _____No _____Needs more info.

13. Vendor guarantees that a technician/trainer will be available daily for one month to come on site every day after initial installation.
_____Yes _____No _____Needs more info.

14. Vendor guarantees that a technician/trainer will be available to come on site within one day of request for six months after the firs month.
_____Yes _____No _____Needs more info.

15. An 800 number is available during daytime hours for technical assistance for the first year.
_____Yes _____No _____Needs more info.

(Source PBS Adult Learning, *Juvenile and Adult Literacy Instructional Techniques* video conference, WFSU-TV, Tallahassee, Florida, April 15, 1993)

Features of Computer Supported Instruction

1. The branching capability of computers permits instruction to be individualized to the learner's needs.

2. Computer software can create interactive learning environments in which the learner is actively involved.

3. Computer-based drills and tutorials may be learner-controlled and learner-paced.

4. Computer-generated drills can provide immediate feedback and systematic reinforcement.

5. Learners using computers tend to be more self-directed in their learning by doing their own diagnosis, by choosing lessons, and showing less fear of testing.

6. Learners often feel comforted that they can make mistakes privately; the computer is personal and infinitely patient.

7. The computer can provide feedback about progress. It does not make judgements on the basis of age, sex, or race.

8. Computers can promote socialization. When two or more learners work together, they often help and support each other.

9. Computer applications in instruction and program management can free instructors to devote more time to coaching, counseling, and other "strictly human" endeavors.

10. Computers use promotes educational equity by providing access to new technology not available during earlier school experiences.

11. Computer assisted instruction works particularly well with students who need remedial work in basic literacy skills.

12. Computer assisted instruction is intrinsically motivating; most learners are attracted to it.

(Source: PBS Adult Learning, *Juvenile and Adult Literacy Instructional Techniques* video conference, WFSU-TV, Tallahassee, Florida, April 15, 1993)

Annotated Software Bibliography
Computers and Literacy (CAL)
Jacksonville Public Libraries

•••	Highly recommended. Used daily in CAL.
••	Very good. Good value for the money.
•	Recommended. Useful for certain needs.
#	Not recommended.

(No rating indicates that the program is somewhat specialized and may be useful for some students. It is suggested that you evaluate its appropriateness for your situation. Please remember that these ratings are opinions. They are based on several years of using computer-assisted instruction with adult literacy students. Your evaluations may be different from ours since program needs differ.)

Reading

•••	Comprehension Power Program, Hi-A, Hi-B, and Hi-C, by I/CT
•••	Cloze Plus, Levels C, D and E, by I/CT
•	Processing Power Program, Levels Hi-D, Hi-E and Hi-F, by I/CT
•••	Our Weird and Wacky World, by Educational Activities, Inc.
••	Our Wild and Crazy World, by Educational Activities, Inc.
••	First Grade Reading Comprehension,
•	Second Grade Reading Comprehension,
•	Third Grade Reading Comprehension,
•	Fourth Grade Reading Comprehension, by Queue
	Toward Better Reading Skills A, B by Queue
•••	Reading & Thinking I, II by Queue
•	Learning Ways To Read Words, by Queue
•	Fundamentals of Reading, by Educational Activities, Inc.
•••	Core Reading and Vocabulary Development, Pre-Primer, Primer, Levels 1 & 2, by Educational Activities, Inc.
•••	Diascriptive Reading I, by Educational Activities, Inc.
•••	That's My Job! Levels I & II, by Hartley
•	Moonlight and Madness I & II, by Hartley
•	Analogies Tutorial, by Hartley
•	How To Read For Everyday Living, by Educational Activities, Inc.
••	Cause and Effect, by Hartley
••	Fact or Opinion, by Hartley
••	Who- What- Where-When-Why, by Hartley

Reading (cont.)

- Word Memory Program (Survival Vocabulary), by I/CT
- Perceptual Accuracy/Visual Efficiency Training, by I/CT
- Dilemma: Which Ending Will You Choose? by Educational Activities, Inc.

Grammar

- •• Verb Usage 1, 2, 3, and 4, by Hartley
- •• Opposites, by Hartley
- • Antonyms/Synonyms, by Hartley
- ••• Nouns/Pronouns, by Hartley
- •• Adjectives, by Hartley
- •• Adverbs, by Hartley
- •• Verbs, by Hartley
- ••• Compound Words and Contractions, by Hartley
- • Capitalization, by Hartley. (Student has to use so many keys it gets confusing. Those who need this usually can't remember the directions)

  Tennis Anyone? by Data Command. Game format. Suffixes, prefixes, plurals, contractions, base words, plurals, and possessives.
- • Pik- Pek-Put, by Data Command (Tic-tac-toe game format. Suffixes, prefixes, contractions, base words, plurals, and possessives)
- •• Grammar Gremlins, by Davidson and Associates.
- • Punctuation II (commas) , by Educational Activities.

Vocabulary

- •• Word Attack!, by Davidson (Additional data disks : Roots and Prefixes, Grades 2 & 3, Grades 4 & 5, Grades 6 & 7)
- • Reading Around Words, Levels D, E, and F by I/CT
- •• Multiple Meanings, by Hartley
- ••• Homonyms, by Hartley
- •• Roots/Affixes, by Hartley

Phonics

- •• Talking Tiles, by Bright Star
- •• Word Families I & II, by Hartley
- •• Patient Tutor, by Curriculum Associates (includes Sight Words I & II, Short & Long Vowels, Beginning & Ending Consonants, Consonant Blends & Diagraphs)

The following five Hartley programs are used with a Cassette Control Device, cassette recorder and a tape for auditory reinforcement. You must make your own tapes. You can create your own lessons or use the ones on the disk.

- •• Vowel Tutorials
- •• Consonants
- •• Vowels
- # Dolch Vocabulary - In this program and the one which follows, the student listens to the word and presses one key if he knows the word, or another if he does not. These programs are intended for young children, not adults.
- # Create Vocabulary

The following two programs use the ECHO Speech Synthesizer.

- Hint and Hunt I, by DLM
- •• Syllasearch I, by DLM
- # Using Phonics in Context, by Educational Activities, Inc. (if a student can read this program, he probably doesn't need it.)

Spelling

- ••• Spell It! , by Davidson and Associates (Additional data disks: Grades 1 & 2, Grades 3 & 4 and Grades 5 & 6)
- •• Crossword Magic, by Mindscape
- ••• Missing Links, by Sunburst Communications
- • SpellRight Grades 2 & 3, by Curriculum Associates

Math

- •• Understanding Multiplication, by Hartley
- • Understanding Division, by Hartley
- • Building Tens Strategy, by Hartley
- •• Counting, by Hartley
- •• More Counting, by Hartley
- • Math Power Program, Whole Numbers, by I/CT
- •• Math Blaster! , by Davidson & Associates
- • Basic Math Competency Skill Building, by Educational Activities, Inc
- • Read & Solve Math Problems #1, by Educational Activities, Inc.
- •• Money! Money! , by Hartley
- • Math for Everyday Living, by Educational Activities, Inc.
- • Fractions: Addition & Subtraction, by Gamco
- • Fractions: Multiplication & Division, by Gamco

Life Skills - Personal Growth

•••
Clock, Hartley
Managing Lifestyles, by Sunburst
That's My Story, by Mindscape
Learning Improvement Series, by MCE
Be A Winner: Set Your Goals, by MCE
Be A Winner: Be Motivated, by MCE
Be A Winner: Negotiate, by MCE
Be A Winner: Be Assertive, by MCE
Credit: The First Steps, by MCE
Positive Parenting, by MCE
Improving Your Self-Concept, by MCE
Home Safe Home, by MCE
Comparative Buying Series, by MCE
Analyzing An Ad, by MCE
Financing A Car, by MCE
Money Managing Assessment Series, by MCE
You Can Bank On It, by MCE
Nutrition Simulation and Tutorial, by EMC Publishing
Black Heritage Data Bases, Continental Press Software
Elementary Library-Media Skills, Level 1, by Combase
Typing Tutor III, by Simon & Schuster
Keyboarding, Reading, Spelling Program, by I/CT
(This is primarily a typing program)

Life Skills - Job Related

Job Readiness: Assessment and Development Series, by MCE
Job Survival Series, by MCE
Resumes Made Easy, by MCE
Jobs in Today's World, by MCE
Emerging Occupations Interest Inventory, by MCE
Working, by EMC Publishing

Utilities

Bank Street Writer, by Broderbund
Appleworks, by Apple
Print Shop, by Broderbund
Print Shop Companion, by Broderbund
Print Shop Graphics Library, Disks 1 & 2, by Broderbund
Graphics Expander, by Springboard (for use with Print Shop)
Certificate Maker, by Springboard
MacWrite, by Apple
MacWrite II, by Apple
Microsoft Works, by Apple
Fullpaint, by Ann Arbor Softworks
Wordsearch, by Hartley
Readibility Analysis, by Gamco Industries, Inc.

(Phonics) Audio Cassette Programs

•
Hooked on Phonics, by Gateway Educational Products, Ltd.
•••
Get Back To Phonics, by Step By Step Publications
••
Sight with Sound Approach, by Sight With Sound Productions, Inc.

For further information contact: Jean Brinkman, Literacy Services Coordinator, at (904)630-2426 or (904)630-2981.

OTAN Online

OTAN On-Line Communication System Serving Adult Educators

What you get:

Electronic Mail - The OTAN e-mail capability offers you the means to use your computer to send mail electronically to any other user or groups of users that subscribe to the OTAN Communication System. It's much less expensive than sending a fax message!

OTAN Forum - Think of the OTAN Forum as a huge file cabinet full of good information that will assist you in making better decisions about managing your classroom or agency. Within this Forum are 15 categories of information that can be quickly and easily accessed including:

- Master Calendar
- Who's Who
- CDE Information
- OTAN Resource Centers
- Current Articles
- Course Outlines
- Curricula Resources
- Lesson Plans
- Public Domain Software
- Demonstration Software
- Legislative Information
- Reference Materials
- Educational Grants
- Round Table
- Want Ads

Your Cost:

Software:

$99, including OTAN User Guide, Installation Video & telephone technical support (Telephone support is toll-free within California)

On-line Charges:

$14 minimum monthly charge
(This includes your first hour)

Online time beyond the first hour will be charged at a $12 dollar hourly rate.
(Billing is rounded to the nearest minute)

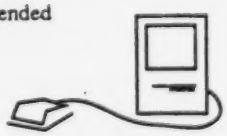
To Subscribe Contact:

Shawn Brown, Network Manager
Outreach and Technical Assistance Network
Hacienda La Puente Adult Education
15377 E. Proctor Avenue
City of Industry, CA 91745
(800) 894-3113 (California Only)
(818) 855-7000
FAX (818) 855-7025

CONNECT: SEBROWN
APPLELINK: LIT.BROWN
PRODIGY: NGKK41A
AMERICA ONLINE: SHAWNB1Ø
INTERNET: SBrown@hlpusd.k12.ca.us

Macintosh system requirements:

- Macintosh Plus or greater
- Hard drive recommended
- 1200 or 2400 baud modem
- Mouse
- Printer recommended

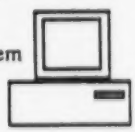


Windows system requirements:

- 286 processsor or greater
- 2 Mb RAM or greater
- Hard disk drive
- MS-DOS or PC-DOS version 3.1 or greater
- MS-Windows 3.0 or greater
- 1200 or 2400 bps Hayes compatible
- EGA monitor or greater
- Mouse
- Printer recommended

MS-DOS system requirements:

- IBM XT (or compatible) or greater
- Minimum 512K memory
- Hard drive
- Graphics card
- 1200 or 2400 baud modem
- Mouse
- Printer recommended



Outreach and Technical Assistance Network is a California State Department of Education, YAAES Division, funded project designed to provide staff training, technical assistance and communication linkages to adult education providers.

ORDER FORM
OTAN Online

Name: _____

Agency: _____

Address: _____

City :_____ State: _____ Zip: _____

Phone:(_____)_____

Purchase Order Number: _____ (Please attach hard copy)

Number of Macintosh kits _____ X $99.00 = _____

Number of Windows version 3.0 or 3.1 kits _____ X $99.00 = _____
(Does not include Windows 3.0 or 3.1 software)

Number of MS-DOS with Runtime Windows kits _____ X $99.00 = _____

Total = _____

Make checks and purchase orders for software payable to:
Hacienda La Puente Adult Education/OTAN

Please send this completed form to:
Hacienda La Puente Adult Education/OTAN
15377 E. Proctor Avenue
City of Industry, CA 91745
Attention: Shawn Brown
Phone: (818) 855-7000
(800) 894-3113 *(California only)*

AN ADULT EDUCATION 2000 PROJECT

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Please Note:

Payment of online "monthly" time is payable to CONNECT Inc.
This form is for the OTAN software. Please do not send online payment to OTAN.

(Source: PBS Adult Learning, *Juvenile and Adult Literacy Instructional Techniques* video conference, WFSU-TV, Tallahassee, Florida, April 15, 1993)

APPLE SPECIAL NEEDS INFORMATION

Apple Computer, Inc., Office of Special Education and Rehabilitation, publishes a special brochure as part of its Worldwide Disability Solutions Group entitled *Connections: A Guide to Computer Resources for Children and Adults with Disabilities*.

To order, call: (408)974-7910.

IBM SPECIAL NEEDS INFORMATION

IBM Special Needs Systems has information available through its National Support Center for Persons with Disabilities and publishes the following materials:

Technology for Persons with Disabilities: An Introduction
Resource Guide for Persons with Vision Impairments
Resource Guide for Persons with Hearing Impairments
Resource Guide for Persons with Mobility Impairments

They also have a brochure available about their IBM Independence Series hardware

To order, call: their TDD line at 1-800-284-9482 or 1-800-IBM-4832 (VOICE) for the Independence Series Information Center.

(The following article is an exact reprint from the March 18, 1993 issue of *John Naisbitt's Trend Letter):*

- *Literacy. Educators are just beginning to tap the computer as a literacy tool. The technology holds special promise for people who prefer to learn discretely at their own pace. In one study, students using PALS, an IBM program, increased their reading comprehension by two grade levels in the time more kids taught by traditional means improve just a half grade. A New Mexico volunteer agency, SER Santa Fe Jobs for Progress Inc. (505-473-0428), reported that students using ICON, a Unisys program, went from a fifth-grade reading level to a twelfth in a year.*

LITERACY VOLUNTEERS OF AMERICA, INC.

Spring '93 Materials & Services Catalog

BEST COPY AVAILABLE

Computer Illiterate's Guide

Marjorie Scott

If you suffer from "techno-terror" here's a book for you that takes a humorous look at taking on the computer age. ***Computer Illiterate's Guide*** explains basic computer terms in a no-nonsense way with delightful illustrations, bits of folk wisdom about computers, disks, modems, and monitors the author has picked up along the way. *Published 1990*

Computer Illiterate's Guide #91174/ $5.95

Telephone Tutoring

•Not able to meet with your reading student?
•Want to help your ESL learner improve his/her telephone diction?
This slide/audiotape module includes "how-to's" of lesson planning for tutoring over the phone. *Published 1984*

Telephone Tutoring Module #46000/$24.95

Personal Tutor

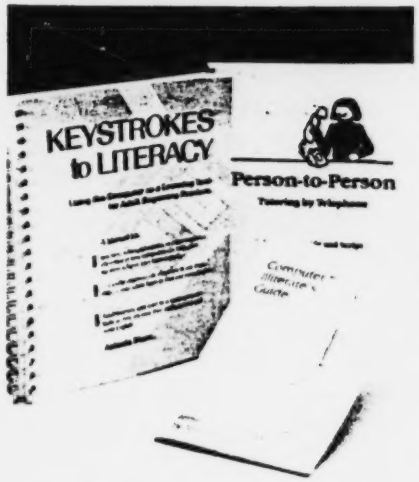
The innovative ***Personal Tutor*** from P/H Electronics is a specially designed portable cassette with a special display that promotes reading, strengthens tracking skills, and reinforces pronunciation because the audio is heard as the words are shown.

Great for basic literacy or ESL students who can work with minimal supervision and at a speed they are comfortable with.

Now LVA's ***Read On! II*** Series is available for use with the ***Personal Tutor.***

The complete package includes
•Personal Tutor Cassette Player and Carry Case
•Personal Student Headset
•Complete set of Read On! II Books and Audio Tapes

Personal Tutor Complete Package $899.00



Keystrokes to Literacy

Antonia Stone

Whether you are a computer novice or an expert, this handbook gives you all the guidelines you need for developing and reinforcing literacy while introducing computer skills to adult learners at any level!

While working on computer based literacy activities, students will master standard business applications like word processing, data base management, spreadsheets and graphics.

All of the activities in this book can be reproduced using any computer hardware and software.

Based on 10 years of experience at *Playing to Win*, the author's community-based program. *Published 1991*

"A good, exciting, and innov... approach—I hope it will be wi... used."

— Jonathan Koz

Keystrokes to Literacy #91173/$19.95

For more information or to place an order contact: Donna Martin, P/H Electronics
117 East Helena Street
Dayton, Ohio 45404
1-800-336-2219

New Program Management Software from LVA!

Verse 1.0 helps you track volunteers, tutors and students efficiently and easily. It's also compatible with LVA and Laubach annual reports! See page 1 for more details!

BEST COPY AVAILABLE

▼How to Order

The detailed order form that follows has been included for your convenience. However, Literacy Volunteers of America accepts orders in a number of ways:

▼By Mail: Use this order form or your own purchase order and mail to LVA at the following address:

Literacy Volunteers of America
Order Dept.
5795 Widewaters Parkway
Syracuse, NY 13214

▼By Phone: Our staff will be happy to take your phone orders 9 am to 5 pm EST. Call us at:

315-445-8000

If you call in your order, please have the following information available:

- ✔Product names & numbers.
- ✔Your customer number (If you are already an LVA customer.)

▼By Fax: LVA's fax line is hooked up 24-hours daily for your convenience. *Again, please include your customer number, if you have one.* Also, be sure to include a contact phone number in case of poor transmittal. Fax us at:

315-445-8006

▼Discounts

Discounts are available **on LVA-produced materials *only.*** (Discountable materials are marked on the order form with an asterisk.)

▼LVA Full and Provisional Affiliates:
20% on invoices paid within 30 days.
10% on invoices paid within 60 days.

▼LVA Organizational Members:
10% on orders over $500 paid within 30 days.
5% on orders under $500 paid within 30 days.

▼All Other LVA Clients:
10% on orders over $500 paid within 30 days.

▼Payment Policy

LVA requests pre-payment on all orders under $35.00. Please include appropriate shipping and handling fees (see right). Orders over $35.00 may either be prepaid (include shipping and handling) by check, money order, MasterCard/Visa or billed to your account. (In the case of billing, shipping and handling will be added.)

Our terms: Net 30 days from date of invoice. A finance charge of 1.5% will be added to any balances due past 90 days.

ALL PAYMENTS MUST BE MADE IN U.S. FUNDS.

Prices subject to change without notice.

▼30-Day Review Policy

All our materials are shipped under 30-day review. This means if the materials received do not meet your needs, they can be returned to LVA for a full refund or cancellation of invoice. Any materials returned to LVA **MUST** be in **SALEABLE** condition and returned **within 30 days.**

▼LVA Guarantee

We guarantee the quality of all LVA products and will replace defective materials immediately provided they are returned within 30 days.

▼Return Policy

Any materials purchased from LVA may be returned within 30 days for a full refund provided they are in saleable condition. **After** 30 days authorization from the customer service department is required and only credit may be issued.

▼Shipping & Handling

All U.S. orders are shipped via United Parcel Service (UPS).

Shipments to **Alaska** and **Hawaii** are required by UPS to be shipped Next Day or Second Day at a higher cost.

All **Canadian** orders are shipped UPS or U.S. Postal Service book rate and are insured. Please pay in U.S. funds. Be advised that shipping costs will exceed those for U.S. shipping quoted below.

Foreign Orders: Please specify method of shipment and include necessary customs forms with your order. Please pay in US funds.

Continental U.S. Cash/Credit Card orders only:
Under $35.00: add $3.00
Over $35.00: add 8%

Outside Continental U.S.: We will be happy to bill you the exact amount for shipping and handling once we ship your order.

All invoiced orders: Exact amount for shipping and handling will be added to your bill.

LVA guarantees, that with few exceptions, *all orders will be processed and shipped from our location within 76 business hours of receipt.* However, please allow up to three weeks for carriers to deliver.

▼Questions?

If you have any questions about materials, please feel free to call and ask to speak with a member of our Publishing & Marketing Department. If you have any problems with an order or billing, please call our Customer Service Specialist. Either can be reached at:

315-445-8000.

▼Order Form ▼LVA Materials & Services Catalog 1992-1993

5795 Widewaters Parkway Syracuse, NY 13214• 315-445-8000 (FAX) 315-445-8006

Ship To:

Organization _____
Name _____
Title _____ Phone _____
Street _____
City _____ State _____
ZIP _____ LVA Customer # _____

Bill To:

Organization _____
Name _____
Title _____ Phone _____
Street _____
City _____ State _____
ZIP _____ LVA Customer # _____

Preferred Method of Payment:

❑Cash with order ❑Invoice ❑MasterCard/Visa
Name as it appears on card _____
Card# ❑❑❑❑ ❑❑❑❑ ❑❑❑❑ ❑❑❑❑
Expiration date _____
Authorized Signature _____

Please also send me information about:

❑Affiliate Membership ❑Organizational Membership
❑Starting a literacy program ❑General info on LVA
❑"The Other LVA Catalog" ❑LVA Conference

Please take a moment to provide the following information. It will help us process your order faster.

Are you an LVA customer? Yes ❑ No ❑
If so, what is your LVA customer number?_____
What population does your program serve?
❑Adult new readers ❑ Adult ESL
❑In-School ESL ❑Special Education

Item	LVA #	QTY	Price	Total
Program Management	**Page 1**			
Data Collection Forms*				
Form 1*	#91111	____	$2.25	_____
Form 2*	#91112	____	$2.25	_____
Form 3*	#91113	____	$2.25	_____
Form 4*	#91114	____	$2.25	_____
Maintaining the Balance*	#91120	____	$19.95	
Verse 1.0*	#91170	____	$299.00	_____
Page 2				
How to Start Series:				
Start an LVA Affiliate*	#12280	____	$2.50	_____
Strt Prog/Voc Rehab*	#91115	____	$5.00	_____
Start Prog/Corrections*	#91116	____	$5.00	_____
Add Fam Lit Program*	#49004	____	$5.00	_____
Orient for Corrections*	#91117	____	$2.50	_____
Manag. Hdbk/Vol Progs*	#91102	____	$6.50	_____
Prog Management Video*	#91125	____	$299.00	_____
LVA Programs*		____	$100.00	_____
Second Copy		____	$100.00	_____
Leader's Handbook*	#91110	____	$5.00	_____
Participant's Notes*	#91107	____	$4.00	_____
Workshop Leaders Hdbk*	#91101	____	$6.50	_____
Page 3				
First and Goal	#70046	____	$19.95	_____
From the Top Down	#70047	____	$18.75	_____
Marlene Wilson Audios				
Complete Set	#70038	____	$85.00	_____
Recruit	#70039	____	$14.95	_____
Delegate	#70040	____	$14.95	_____
Motivate	#70041	____	$14.95	_____
Creativity	#70042	____	$14.95	_____
Success	#70043	____	$14.95	_____
Interview	#70044	____	$14.95	_____
Survival Skills/Managers	#70045	____	$11.95	_____
Core Training & Support Materials:				
Basic Literacy	**Page 4**			
Small Group Tutoring: Basic Literacy Tutor Training*				
Complete*	#49029	____	$399.00	_____
Administrator's Guide*	#49022	____	$5.00	_____
Handout- SG-Pak*	#49033	____	$2.00	_____
Trainer's Guide*	#49031	____	$20.00	_____
SG Handbook*	#49020	____	$9.50	_____

Item	LVA #	QTY	Price	Total
Page 5				
One-to-One: Basic Reading Tutor Training*				
Complete*	#27000	____	$399.00	_____
Individual Segments (please list)*				
#27001-#27006 @ $70.00 ea.		____	$70.00	_____
		____	$70.00	_____
		____	$70.00	_____
I Can Go Anywhere*	#27007	____	$19.95	_____
Tutor Video Guide*	#92001	____	$2.75	_____
Workshop Train Gde*	#92500	____	$15.00	_____
Practice Phonics Tape*	#92002	____	$2.25	_____
TUTOR*	#91087	____	$11.00	_____
Page 6				
Read On! II*				
Complete Book Set*	#81227	____	$40.00	_____
Complete Audio Set*	#81240	____	$40.00	_____
Complete Book/Audio*	#81228	____	$80.00	_____
Intro Set*	#81229	____	$12.95	_____
Text 1 *	#81221	____	$4.25	_____
Text 2 *	#81222	____	$4.25	_____
Text 3 *	#81223	____	$4.25	_____
Text 4 *	#81224	____	$4.25	_____
Text 5*	#81225	____	$4.25	_____
Workbook 1*	#81231	____	$3.25	_____
Workbook 2*	#81232	____	$3.25	_____
Workbook 3*	#81233	____	$3.25	_____
Workbook 4*	#81234	____	$3.25	_____
Workbook 5*	#81235	____	$3.25	_____
Instructor's Guide*	#81220	____	$5.50	_____
Tutor Resource Sheets*	#81230	____	$2.00	_____
Page 7				
READ*	#91002	____	$7.25	_____
Addit. Answer Pads*	#91003	____	$1.50	_____
Trainers Kit*	#21140	____	$20.00	_____
Reading, Writing, Thinking Connection				
Changing Jobs	#60067	____	$10.00	_____
Student Gde	#60167	____	$15.00	_____
Getting Along w Others	#60074	____	$10.00	_____
Student Gde	#60174	____	$15.00	_____
Getting Most/Money	#60068	____	$10.00	_____
Student Gde	#60168	____	$15.00	_____
Helping Children Learn	#60069	____	$10.00	_____
Student Gde	#60169	____	$15.00	_____
Making Life Better	#60070	____	$10.00	_____
Student Gde	#60170	____	$15.00	_____
Staying Healthy & Fit	#60072	____	$10.00	_____
Student Gde	#60172	____	$15.00	_____
Moth/Fath/Dau/Sons	#60073	____	$10.00	_____
Student Gde	#60173	____	$15.00	_____
Rights/Respon/Citizen	#60071	____	$10.00	_____
Student Gde	#60171	____	$15.00	_____

Item	LVA #	QTY	Price	Total
Essential Life Skills Comp.	#70028	____	$25.00	
Basic Writing Skills...	#70033	____	$ 5.95	
Getting Job...	#70029	____	$ 5.95	
Reading Labels...	#70030	____	$ 5.95	
Reading Ads...	#70031	____	$ 5.95	
Reading Signs...	#70032	____	$ 5.95	
Reading Power	#70037	____	$99.00	

English as a Second Language (ESL) Page 9

English as a Second Language: Tutor Training*				
Complete*	#31045	____	$399.00	
I Speak English*	#91051	____	$ 11.00	
Individual Segments (please list)*				
#31046-31051/#93003 @ $70.00				
		____	$ 70.00	
		____	$ 70.00	
		____	$ 70.00	
ESL Video Train. Gde*	#31053	____	$ 20.00	
Trainee Pract. Fr. Tape*	#93005	____	$ 2.50	
A Long Journey*	#31044	____	$ 19.95	
Handout-ESL-Pak*	#31054	____	$ 2.50	

Page 10

Begin. Eng. Day by Day	#31079	____	$16.00	
ESLOA*	#91054	____	$ 7.25	
Additional Ans. Pad*	#91055	____	$ 2.00	
Trainers Kit*	#31062	____	$20.00	
Hands-on English				
Tutor/Volunteer	#31068	____	$10.00	
Individual	#31069	____	$16.00	
Library/Institution	#31077	____	$22.00	
English Day By	#31078	____	$18.00	
Sounds of English *	#93002	____	$70.00	
Leader's Guide*	#93004	____	$ 5.00	
Trainee Pract. Fr. Tape*	#93005	____	$ 2.50	

Numeracy: Page 11

Basic Math Skills*	#91000	____	$4.95	
Number Sense Complete	#60075	____	$49.95	
Workbooks (please list)	#60076-#60085 @ $3.95			
		____	$3.95	
		____	$3.95	
		____	$3.95	
Tests #60092-#60095 (please list) @ $12.95				
		____	$12.95	
		____	$12.95	
Answer Key	#60090	____	$3.95	
Teacher's Resource Gde	#60091	____	$8.95	

Family Literacy: Page 12

H/T Add Fam Lit Prog.*	#49004	____	$ 5.00	
I Can Read at Last! Comp*	#48000	____	$60.00	
Trainer's Guide*	#48003	____	$ 6.00	
Parents & Child. Together	#60050	____	$80.00	
Reading W/Children *	#49000	____	$95.00	
RWC Handbook*	#49001	____	$ 5.00	
RWC Leader's Gde*	#49002	____	$ 4.00	

Kids' Page: Page 13

Chip & Cookie	#60109	____	$14.95	
Garfield Poster	#11109	____	$ 3.00	
H/T Tape Oral Bios	#60115	____	$ 8.50	
Make Beliefs	#60104	____	$ 8.50	
New Kid on Spurwink	#60116	____	$14.95	
Theo, The Dinosaur	#60108	____	$ 9.95	

LogoLine: Page 14

LVA Sweatshirt(L/X-L)	#11224	____	$15.00	
LVA T-Shirt (L/X-L)	#11222	____	$ 7.50	
Child:Size_____	#11223	____	$ 6.00	
LVA Tote Bag	#12292	____	$ 7.50	
LVA Painter's Cap	#11219	____	$ 4.00	
All Occasion Cards	#11124	____	$ 3.50	
Student Quote Cards	#11130	____	$ 7.00	
LVA Letter Opener	#12282	____	$15.00	
Aluminum Bookmark	#12173	____	$ 3.50	
LVA Kazoo	#12285	____	$ 1.25	

Item	LVA #	QTY	Price	Total

Learning About Literacy: Page 19

Book Discussion Clubs	#91015	____	$ 2.25	
Joining the Literacy Club	#50002	____	$15.00	
Participatory Literacy	#91024	____	$14.95	
Reading Without Nonsense	#50001	____	$14.95	
Teach Adult Begin Readers	#91043	____	$10.00	
Thinking is a Basic Skill	#91106	____	$ 5.50	
What's Whole/Whole Lang.	#91020	____	$ 7.50	

Literacy and Health Care: Page 20

Do You Understand				
Handbook*	#91011	____	$15.00	
Trainer's Guide*	#91012	____	$ 6.50	
Secret Survivors	#91010	____	$39.95	
Patient Comm. Card	#91009	____	$ 5.00	

In-ServiceTraining: Page 20

Read All About It!				
Leader Handbook*	#91061	____	$ 4.00	
Tutor Handbook*	#91060	____	$ 5.95	
Tutor Read/Schools *	#45003	____	$65.00	
Trainer's Guide*	#45005	____	$ 4.00	
Notes for Tutors*	#45004	____	$ 1.75	

Literacy & Technology: Page 21

Computer Illiterate's Gde*	#91174	____	$ 5.95	
Keystrokes to Literacy	#91173	____	$19.95	
Telephone Tutoring*	#46000	____	$24.95	

Occupational Literacy: Page 22

Occupational Literacy*	#91017	____	$2.50	
Getting You a Job Sampler	#60051	____	$5.00	
Individual Title Bundles:				
Auto Mechanics	#60052	____	$2.75	
Carpentry	#60053	____	$2.75	
Clerical Work	#60054	____	$2.75	
Electronics	#60055	____	$2.75	
Food Service	#60056	____	$2.75	
Health Services	#60057	____	$2.75	
Hotel & Restaurant	#60058	____	$2.75	
Office Machine	#60059	____	$2.75	
Retail Sales	#60060	____	$2.75	
Display	#60061	____	$190.00	
H/T Get the Job You Want	#91027	____	$7.95	
with audio	#91026	____	$14.95	
Surpassing Expectations*	#91018	____	$45.00	

Page 23

CDL: Commercial Drivers License Study				
Truck				
Complete Study Books	#70021	____	$34.00	
Comp. Bks. w Audio	#70022	____	$79.95	
General Knowledge Test	#70004	____	$7.95	
with audio	#70000	____	$15.99	
Air Brakes	#70007	____	$4.95	
with audio	#70006	____	$13.99	
Combination Test	#70010	____	$4.95	
with audio	#70009	____	$13.99	
Tank Vehicles Test	#70013	____	$4.95	
with audio	#70012	____	$13.99	
Hazardous Mat'ls Test	#70016	____	$6.95	
with audio	#70015	____	$15.99	
Doubles & Triples	#70019	____	$4.95	
with audio	#70018	____	$13.99	
Bus				
Complete Study Books	#70026	____	$16.95	
Comp. Bks. w/Audio	#70027	____	$39.95	
General Knowledge Test	#70004	____	$7.95	
with audio	#70000	____	$15.99	
Air Brakes	#70007	____	$4.95	
with audio	#70006	____	$13.99	
Passenger Transport	#70024	____	$4.95	
with audio	#70023	____	$13.99	

From the Founder: Page 23

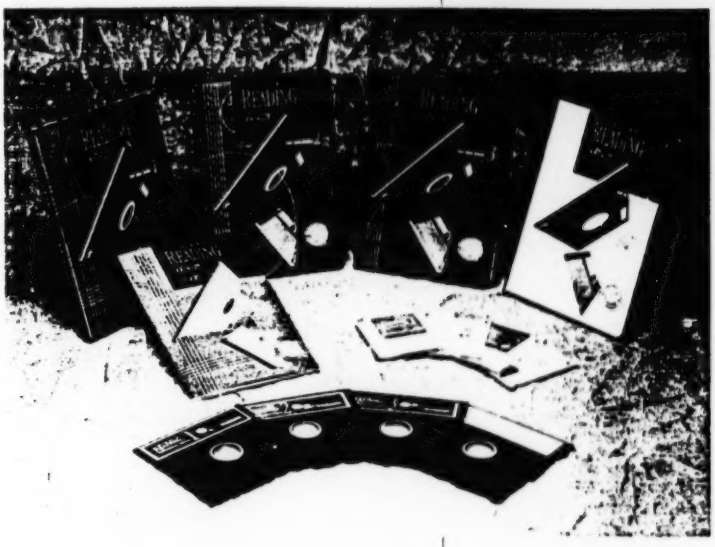
Great Traveling After 55	#91021	____	$14.95	
A Way With Words	#91005	____	$ 5.00	

Item	LVA #	QTY	Price	Total
Learning Differences: Page 24				
Learning Disabilities Digest	#70036	____	$ 2.25	____
Special Reading Problems*	#22000	____	$65.00	____
Notes for Tutors*	#22062	____	$ 2.50	____
Trainer's Guide*	#22061	____	$ 6.00	____
Vision Exercises	#70034	____	$49.95	____
Vision Exercises / Children	#70035	____	$39.95	____
Bibliographies: Page 25				
Adult ESL Selectors Gde	#91042	____	$15.95	____
Bks/Adult New Readers	#91032	____	$15.95	____
Reader Develop Biblio	#91029	____	$14.95	____
Reference: Page 25				
Culturgrams Complete Set	#91045	____	$40.00	____
Vol. I	#91013	____	$20.00	____
Vol II	#91014	____	$20.00	____
English Pronunciation*	#93012	____	$15.00	____
Audio Tape*	#93014	____	$11.00	____
Worksheets*	#93013	____	$ 5.00	____
Page 26				
Beginner's Dictionary of American English Usage				
Hardcover	#91033	____	$9.95	____
Softcover	#91030	____	$5.95	____
Beginner's Dict. Workbook	#91044	____	$6.60	____
New Oxford Picture Dictionaries				
Monolingual	#91019	____	$8.95	____
English/Spanish	#91062	____	$8.95	____
Oxford Picture Dictionary Workbooks				
Beginner's	#91069	____	$ 7.25	____
Intermediate	#91070	____	$ 7.25	____
NTC's Amer Idioms Dict	#91068	____	$12.95	____
Spell It Right!	#91071	____	$ 6.95	____
Inspirational: Page 27				
Need to Read Series				
Bible for Students	#60113	____	$19.95	____
Bible Lessons for Life	#60110	____	$ 5.99	____
Bible Readings for Life	#60106	____	$ 5.99	____
Find the Treasure in You	#60105	____	$ 4.99	____
Great Stories Real Life	#60112	____	$ 5.99	____
Help/Home & Family	#49005	____	$ 4.99	____
Holy Bible: Gospel/Mark	#60111	____	$ 4.99	____
Make My Day	#60099	____	$ 3.99	____
Think Like a Winner	#60103	____	$ 3.99	____
Fun & Games: Page 27				
AlPhaBet	#60098	____	$8.00	____
Talk It Up!	#60107	____	$7.00	____
Motivational: Page 28				
Open Door	#91050	____	$10.95	____
Power in You	#91016	____	$16.95	____
Read With Me	#91049	____	$ 9.95	____
Relax and Enjoy Your Life	#60101	____	$ 7.95	____
with audio	#60102	____	$14.95	____
Student Interest: Page 29				
Enhancer, The				
Set A	#50006	____	$4.00	____
Set B	#50007	____	$4.00	____
Words on the Page, World in Your Hands				
Complete Set	#60062	____	$20.00	____
Vol 1	#60063	____	$6.95	____
Vol 2	#60064	____	$6.95	____
Vol 3	#60065	____	$6.95	____
Page 30				
Writers Voices Series				
Accidental Tourist	#60041	____	$3.50	____
Best of Dear Abby	#60038	____	$3.50	____
Bless Me Ultima	#60001	____	$3.50	____
Borrowed Time	#59991	____	$3.50	____
Carrie	#59996	____	$3.50	____
China Men	#60017	____	$3.50	____
Coal Miner's Daughter	#60018	____	$3.50	____

Item	LVA #	QTY	Price	Total
Writers Voices Series (continued)				
Contemp. Amer. Plays	#60019	____	$3.50	____
Contemp Amer Plays II	#59988	____	$3.50	____
Dark They Were	#60031	____	$3.50	____
Dazzle	#59994	____	$3.50	____
Different Kind Christmas	#60033	____	$3.50	____
Elvis & Me	#60034	____	$3.50	____
Fatherhood/Time Flies	#60005	____	$3.50	____
Giant Steps	#60014	____	$3.50	____
Godfather	#60036	____	$3.50	____
I Know/Caged Bird	#60002	____	$3.50	____
In the Shadow of Man	#59997	____	$3.50	____
It Was on Fire	#59999	____	$3.50	____
Jaws	#60015	____	$3.50	____
Joy Luck Club	#59989	____	$3.50	____
Kaffir Boy	#60035	____	$3.50	____
Kramer vs Kramer	#60004	____	$3.50	____
Lonesome Dove	#59993	____	$3.50	____
Lost Angel	#60016	____	$3.50	____
Love Medicine	#60006	____	$3.50	____
Mambo Kings Play Songs	#59995	____	$3.50	____
My Family, The Jacksons	#59998	____	$3.50	____
My Turn at Bat	#59990	____	$3.50	____
One More Time	#60003	____	$3.50	____
Rashad	#60037	____	$3.50	____
Right Stuff	#60040	____	$3.50	____
Temple of My Familiar	#59992	____	$3.50	____
Windmills of Gods	#60039	____	$3.50	____
Women of Brewster Pl	#60032	____	$3.50	____
20th Cent Poetry	#60042	____	$3.50	____
Complete Writers' Voices	#60000	____	$105.00	____
New Writers Voices Series				
Bars Coming Near	#59985	____	$3.50	____
Can't Wait Summer	#60013	____	$3.50	____
Make Way for August	#60043	____	$3.50	____
My Native Land	#59986	____	$3.50	____
Speak From Heart	#60021	____	$3.50	____
Speak Out Work	#60045	____	$3.50	____
Speak Out Health	#60011	____	$3.50	____
Speak Out on Home	#60012	____	$3.50	____
Taking Charge My Life	#60044	____	$3.50	____
Three Shots in the Night	#59987	____	$3.50	____
When Dreams Come True	#60022	____	$3.50	____
Comp New Writers Voices	#60010	____	$38.00	____
Discovering Words	#59984	____	$3.50	____
How to Write A Play	#60046	____	$3.50	____
Page 31				
Counter Displays				
#1	#60024	____	$95.00	____
#2	#60025	____	$95.00	____
#3	#60026	____	$95.00	____
#4	#60027	____	$95.00	____
#5	#60028	____	$95.00	____
#6	#60029	____	$95.00	____
News For You				
1 Copy Ann Sub	#91058	____	$14.40	____
2-9 Copies Ann Sub	#91059	____	$12.00	____
10-19 Copies Ann Sub	#91056	____	$ 9.60	____
20+ Copies Ann Sub	#91057	____	$ 8.64	____

Sub-Total	$	____
Less Discount (see page 15)	-$	____
Adjusted Total	$	____
Shipping & Handling (see page 15)	+$	____
Total	$	____

▼Order directly by phone from LVA at 315-445-8000▼▼▼▼▼



LAUBACH WAY TO READING SOFTWARE

The *Laubach Way to Reading Software* is a set of user-friendly supplementary exercises which improve reading comprehension. The software consists of four disks, one for each of the *Laubach Way to Reading* skill books. Designed to be used after students have completed the corresponding lesson in the skill book, the software is a set of modified cloze exercises. Each exercise is a reading passage containing several blanks. The object of the exercise is to fill in each blank with the correct word. There are three exercises for each skill book lesson.

Major objectives of LWR Software:

- Encourage students to use syntactic and semantic clues to predict the missing words.
- Give students practice integrating meaning across sentences. In a number of cases, students will have to use information from sentences that precede or follow the sentence that contains the blank they are filling in.
- Increase students' sight word vocabulary

Features of LWR Software:

- Each exercise closely matches the level of the lesson in the skill book.
- The software records student scores, enabling both student and instructor to track progress.

NEW!

- Exercises may be repeated at any time and the software will update student scores with the latest results.
- Students can choose the method they prefer for entering word choices: keyboard arrow or mouse (if available).
- The software is easy to use and does not require computer expertise.
- The software is warranted for 90 days from date of purchase.

The LWR Software operates on IBM, IBM-compatible, and Apple II computers, in both 5-1/4 and 3-1/2 formats.

PRICE LIST

IBM 5-1/4 Format:		
LWR Software for Skill Book 1	(001-2)	$ 49.95
LWR Software for Skill Book 2	(002-0)	$ 49.95
LWR Software for Skill Book 3	(003-9)	$ 49.95
LWR Software for Skill Book 4	(004-7)	$ 49.95
Set of LWR Software (1-5 Sets)	(005-5)	$175.00
Set of LWR Software (6+ Sets)	(005-5)	$160.00
IBM 3-1/2 Format:		
LWR Software for Skill Book 1	(009-3)	$ 49.95
LWR Software for Skill Book 2	(007-1)	$ 49.95
LWR Software for Skill Book 3	(008-X)	$ 49.95
LWR Software for Skill Book 4	(009-8)	$ 49.95
Set of LWR Software (1-5 Sets)	(010-1)	$175.00
Set of LWR Software (6+ Sets)	(010-1)	$160.00
Apple II 5-1/4 Format:		
LWR Software for Skill Book 1	(011-X)	$ 49.95
LWR Software for Skill Book 2	(013-6)	$ 49.95
LWR Software for Skill Book 3	(014-4)	$ 49.95
LWR Software for Skill Book 4	(015-0)	$ 49.95
Set of LWR Software (1-5 Sets)	(017-9)	$175.00
Set of LWR Software (6+ Sets)	(017-9)	$160.00
Apple II 3-1/2 Format:		
LWR Software for Skill Book 1	(021-7)	$ 49.95
LWR Software for Skill Book 2	(022-5)	$ 49.95
LWR Software for Skill Book 3	(023-3)	$ 49.95
LWR Software for Skill Book 4	(024-1)	$ 49.95
Set of LWR Software (1-5 Sets)	(025-8)	$175.00
Set of LWR Software (6+ Sets)	(025-8)	$160.00

How To Order:
New Readers Press
Syracuse, New York
1-800-448-8878

ADDITIONAL RESOURCES

IV

ADULT LEARNING & LITERACY

CLEARINGHOUSE

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APPLICATIONS OF COMPUTER-AIDED INSTRUCTION IN ADULT EDUCATION AND LITERACY

POTENTIAL BENEFITS OF TECHNOLOGY

Many adult basic education and literacy programs are reaping the benefits of educational technology trends for their students, instructors, and administrators. When considering technology in the context of adult basic education and literacy, most often the term refers to computer assisted instruction, which supplements the regular classroom instruction. Some of the benefits of educational technology for adult learners are:

- Immediate feedback which enables learners to see the results of their work without embarrassment and in privacy.
- Interactivity, which more fully engages learners in the instructional process.
- Capacity to perform assignments which extend beyond drill and practice.
- Greater variety in the instructional methods used.
- Potential to accommodate different instructional needs and learning styles of adults.
- Presentation of complex instructional material in concrete visual formats which depict social events or scientific phenomenon.
- Increased student responsibility for learning through greater individual and group instructional strategies.
- Development of keyboarding skills which may assist adults in acquiring a basic employment skill.
- A sense of privacy for adult learners.
- Greater recordkeeping and data management capacity, through the

ability to track progress of each learner and to compile necessary student achievement and accountability reports that satisfy State and Federal reporting requirements.

SOME CLASSROOM APPLICATIONS OF COMPUTER-ASSISTED INSTRUCTION
Technology is used in all areas of adult basic education and literacy programs. Examples of technology applications can be found in adult basic education programs for nonreaders, for intermediate level learners, for those preparing for their GED certificate, as well as in programs for limited English-speaking adults, institutionalized adults, and adults with disabilities. Some applications of instructional technology in adult basic education and literacy programs are described below.

In St. Paul, Minnesota, the **Technology for Literacy Center (TLC)** utilizes computers to teach literacy and adult basic education skills to adults. In the TLC, adult learners who need to improve their basic skills in reading, writing, and math are given direct services through extensive use of computer assisted instruction, trained volunteers, and a collaborative model that combines public and private partnerships. Adults can use the computers on their own time, at their own speed during the day, in the evenings, or on the weekends. Volunteers assist in tutoring, small group instruction, office functions, computer instruction, or special events.

For more information contact:
Dr. Terilyn Turner
Project Director
Saint Paul Lifelong Literacy
Metro Square Building Suite 265
121 East Seventh Street
St. Paul, MN 55101
(612) 293-5250

Piedmont Community College, in Yanceyville, North Carolina, is using a **Computer-Aided Literacy Model** to teach literacy and adult basic education skills. Adult learners receive computer-aided literacy instruction at the Center for Advancing Technology (CAT), located at the community college. A variety of instructional software is used on several types of computers. A voice activated digitizer also provides literacy and adult basic education instruction.

The **Computer-Aided Literacy Model** respects the uniqueness and individuality of the students. The readiness level and skill achievement of each student is recognized while individualized and self paced instruction appropriate for the learner's educational goals is furnished. Through this method of instruction, the adults also obtained immediate feedback on their efforts. The CAT provides an alternative learning environment for young adults who have left high school without receiving their diploma as well as effective instruction for older adults who have few literacy skills.

For more information contact:
Debra Inman
Center for Advancing Technology
Piedmont Community College
Caswell County Campus, Drawer T
Yanceyville, NC 27379
(919) 694-5707

In May, 1990, the Adult Education and Literacy Section of the Illinois State Department of Education hypothesized that the use of computer aided instruction would increase the retention rate of public assistance clients who enrolled in an adult education curriculum. To test this theory, funds were awarded to twelve randomly selected programs throughout Illinois. Programs assisted with these funds were representational of the adult education programs conducted in Illinois and therefore the participating students were thought to be representative of adults who enroll in the programs. Program participants were from four public school districts, two regional instructional areas and six community colleges. Funds were distributed in May, 1990, with instruction given during the 1991 fiscal year.

Local programs were given the discretion to purchase the number and type of computers thought to meet their instructional objectives. Likewise, each program decided what software it would purchase. The computers and software were used either as a lab to supplement classroom instruction or as the primary source of instruction.

Seven of the twelve programs experienced an increase in student retention for the full year. These gains ranged from 1.5 to 25 percentage points. There appears to be several reasons for this increase. Using computers enabled the adults to schedule learning activities at times that were convenient for them. Others enjoyed learning keyboarding skills and using the instructional software. One program indicated a 14% increase in enrollment over the previous year when the use of computers was advertised in the class. Other programs found that adults stayed in the classes longer and completed more educational objectives.

For more information contact:
Noreen Lopez
Director, Adult Education
Adult, Vocational/Technical Education
Illinois State Board of Education
100 N. First Street - E-439
Springfield, Illinois 62777
(217) 782-2370
FAX: (217) 782-9224

The U.S. Department of the Army developed the Job Skills Education Program (JSEP) which is an instructional software program created in response to the Army's need to raise the basic skill level of soldiers. The program is intended to instruct

soldiers in the language and mathematical skills required to perform their jobs successfully. Specific software and hardware was developed for the system by the subcontractors, Florida State University and Ford Aerospace.
As of December, 1991, JSEP was being used in 11 civilian sites--five at industrial sites, one at a union-sponsored training center, one in a local job training program, two at community colleges, and two in local school districts that conduct adult basic education programs. JSEP is being used at the adult education program being conducted at Rochambeau School in White Plains, New York, where it was begun in June, 1989.

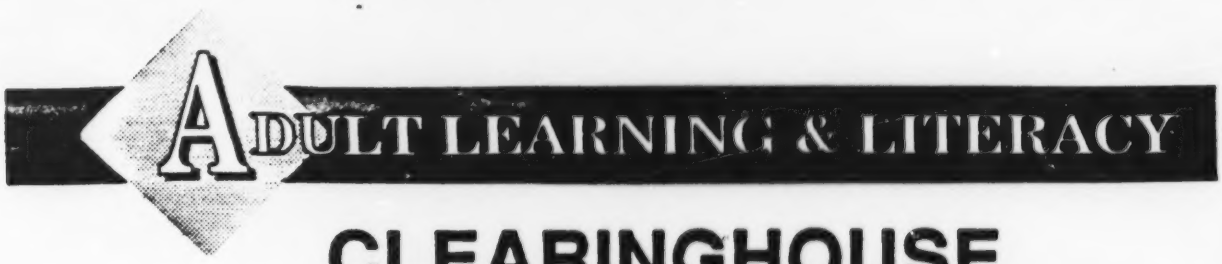
In this open entry program, students receive instruction from a teacher for two hours daily, five days a week, and then use a portion of the JSEP software for two hours each day. Students are using the software either to prepare to enter a new career field or to update their current occupational skills. The adult learners select the job skill areas (called "prescriptions") they want to work on. They choose from one of the 25 prescriptions which are available to them. The material contains both a verbal and a mathematical instruction series. Students report that using the JSEP system helps them to focus and concentrate on their instructional work. They also like a feature of the software that permits them to return to material they did not understand the first time it was presented. According to some students, this review feature relieves much of their previous learning anxiety.

For more information contact:
Andy Morzello, Director
Rochambeau School - JSEP Center
White Plains Adult and Continuing Education
228 Fisher Avenue
White Plains, NY 10606
(914) 422-2361

Additional information about technology resources for adult educators may be obtained from:

Mary G. Lovell
Program Improvement Branch
Division of Adult Education and Literacy
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-7240
(202) 205-9258

12/92



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BIBLIOGRAPHY

OF

RESOURCE MATERIALS

INTRODUCTION

The Bibliography of Resource Materials provides a listing of articles and publications that either deal directly with the State-administered adult education program funded under the Adult Education Act, as amended by the National Literacy Act of 1991 (P.L. 102-73), or provide support to adult education and literacy activities.

Publications found in the Bibliography include: the Adult Education Act, The National Literacy Act of 1991, fact sheets on adult education, directories on various programs and resources, literacy materials, and papers on selected subjects. Selected curriculum materials, handbooks, and program management guides funded under Section 353 are also available from the Clearinghouse.

Section 353 of the Adult Education Act requires State Adult Education programs to invest 15% of their federal allocations in program improvement projects and staff development programs. Selected products and final reports from Section 353 projects which are available from the Clearinghouse are listed by area of interest beginning on page 20. Abstracts and ordering information on all selected Section 353 projects, including those not available from the Clearinghouse can be found in a separate publication titled Special Answers for Special Needs. Unless otherwise documented, all materials were developed by staff members in the Division of Adult Education and Literacy (DAEL), U.S. Department of Education.

To keep up with the current trends and interests in adult education and literacy programs, the Bibliography is revised quarterly by a staff member in the Division. However, some older publications have been included due to continued demand. If you would like to receive quarterly updates of the Bibliography, please ask to be placed on our mailing list.

Single copies of all items listed in the Bibliography may be obtained, free of charge, by writing to:

Tammy Fortune
Division of Adult Education and Literacy
Clearinghouse
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-7240

Technology

CT-8 *A Project Design, An Evaluation of the Appropriateness and Effectiveness of Computer-Assisted Instructional Packages used in the Remediation of Basic Skills*, The Institute for the Study of Adult Literacy, -- 1990

CT-10 *Technology Resources* -- December 1992

CT-11 *Suggested Software Assessment Criteria*, DAEL -- 1990

CT-12 *Using Computers in Adult Literacy Instruction*, Eunice N. Askov, Cindy Jo Clark, Journal of Reading, March 1991

CT-13 *Incorporating Audio Support into English Composition CAI for Adult Learners*, Applied Research Associates, Inc. and Mid Continent Laboratory, -- 1991.

CT-14 *Technology in the Adult Education Act as Amended by the National Literacy Act of 1991*, DAEL -- December 1992.

CT-15 *Interactive Video Use in Adult Basic Education Programs*, DAEL -- December 1991.

CT-16 *Distance Education Resources*, DAEL, -- December 1992

CT-17 *Use of Television in Adult Education and Literacy Programs*, DAEL -- September 1992

CT-18 *Applications of Computer Aided Instruction in Adult Education and Literacy*, DAEL - December 1992.

For Further Information

America Online/Adult Literacy Telecommunications Network
Adult Literacy Bulletin Board
Literacy Volunteers of America-New York State, Inc.
777 Maryvale Drive
Buffalo, NY 14225
(716)631-5282

- ❑ (Requires either a Macintosh, IBM/compatible, or Apple II computer and modem. Software is free, but there is an online connect charge while using this network.)

Association for Educational Communications & Technology
1025 Vermont Avenue, NW-Suite 820
Washington, DC 20005
(202)347-7834

- ❑ (Catalog of Resources for Educational Media and Instructional Technology Professionals available at no charge.)

Closing the Gap, Inc.
P.O. Box 68
503 Main Street
Henderson, MN 56044
(612)248-3294

- ❑ (This organzation forcuses on technology and persons with disabilities through its newspaper, *Closing the Gap*, and a hardware/software directory.)

Curriculum Associates, Inc.
Learning for Life
5 Esquire Road
North Billerica, MA 01862
1-800-225-0248

- ❑ (Catalog available free of charge. Their software program *A Day in The Life* builds basic literacy skills in 5 occupational contexts.)

Institute for the Study of Adult Literacy
College of Education
204 Calder Way, Suite 209
University Park, PA 16801
(814)863-3777

❑ (Has done research on computer-assisted instruction for older low-literate adults. Research reports available for a fee.)

National Center on Adult Literacy (NCAL)
University of Pennsylvania
3910 Chestnut Street
Philadelphia, PA 19104
(215)898-2100

❑ (Publishes newsletter *Connections*. Contact for further information regarding adult literacy research relating to technology.)

National Association of Area Agencies on Aging
1112 16th Street, NW-Suite 100
Washington, DC 20036
(202)296-8130

❑ (Contact to order the report *Realizing the Benefits of New Computer and Telecommunication Technologies for Older Americans* endorsed by the National Council on Aging and SeniorNet.)

Phillip Roy
P.O. Box 130
Indian Rocks Beach, FL 34635
1-800-255-9085

❑ (Publishes materials for workplace literacy. Contact for catalog.)

Resources for Rehabilitation
33 Bedford Street, Suite 19A
Lexington, MA 02173
(617)862-6455

- ❑ (Resources for people with disabilities and chronic conditions. Contact for catalog.)

SeniorNet
399 Arguello Boulevard
San Francisco, CA 94118
(415)750-5030

- ❑ (International community of computer-using seniors. Publisher of *How to Buy a Computer* and *Portraits of Computer-Using Seniors*. Contact for further information regarding membership and resources.)

Trace Research and Development Center
University of Wisconsin-Madison
S-151 Waisman Center
1500 Highland Avenue
Madison, WI 53705
(608)262-6966

- ❑ (A research and development center working in the areas of computer access for people with disabilities. Contact for catalog of publications.)